



## MCCANTS MIDDLE

2123 Marchbanks Avenue  
Anderson, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,306 Students	
<b>Principal</b>	Jacky Stamps	864-260-5145
<b>Superintendent</b>	Betty T Bagley	864-260-5000
<b>Board Chair</b>	Mr. Al Norris Jr.	864-260-5042

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	Average
2007	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

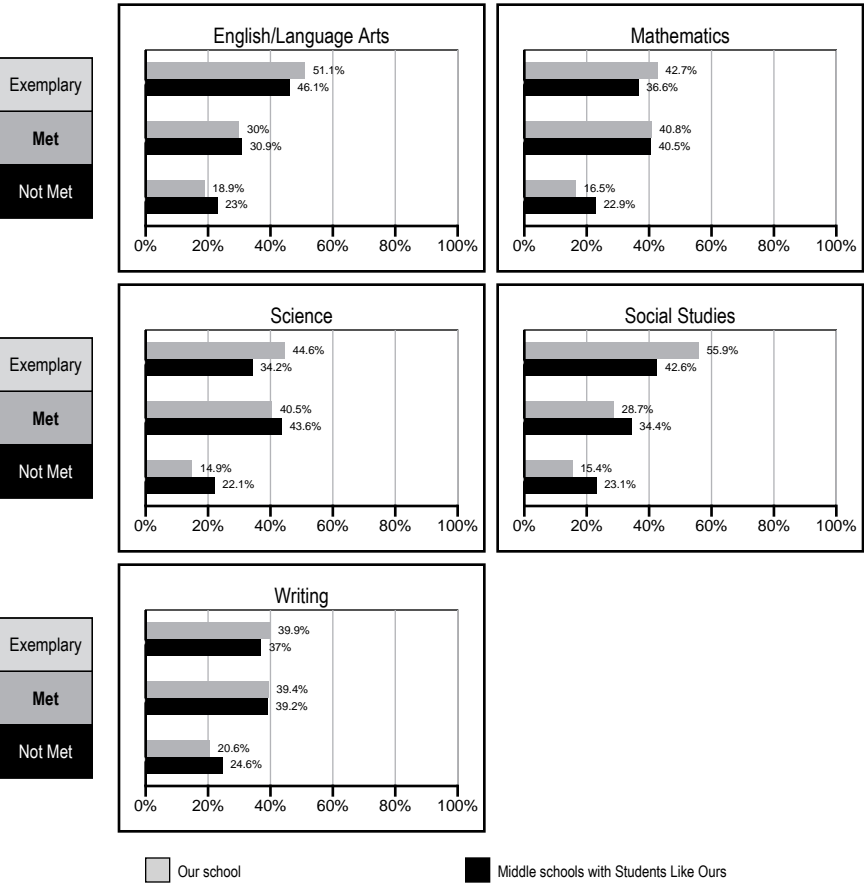
96.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
15	9	6	1	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.7%	97.2%
English 1	99.4%	96.8%
Biology 1/Applied Biology 2	N/A	94.8%
Physical Science	N/A	52.8%
US History and the Constitution	N/A	100%
All Subjects	99.1%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,306)				
Students enrolled in high school credit courses (grades 7 & 8)	40.1%	Down from 41.7%	35.7%	24.5%
Retention rate	0.2%	Down from 0.7%	0.3%	0.7%
Attendance rate	96.0%	Down from 99.9%	96.3%	95.9%
Served by gifted and talented program	37.4%	Up from 29.8%	24.3%	17.8%
With disabilities other than speech	7.2%	Down from 9.8%	7.2%	9.2%
Older than usual for grade	0.8%	Down from 1.5%	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.3%	0.4%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=77)				
Teachers with advanced degrees	64.9%	Up from 60.0%	60.0%	60.0%
Continuing contract teachers	93.5%	Up from 87.5%	86.0%	82.6%
Teachers returning from previous year	92.9%	Up from 89.2%	89.6%	85.6%
Teacher attendance rate	96.8%	Up from 96.6%	94.8%	95.3%
Average teacher salary*	\$46,410	Down 1.6%	\$48,140	\$46,300
Professional development days/teacher	12.4 days	Down from 14.7 days	9.9 days	9.9 days
School				
Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio in core subjects	24.2 to 1	Up from 23.8 to 1	23.9 to 1	21.5 to 1
Prime instructional time	91.8%	Down from 95.8%	90.7%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.2%	Up from 92.7%	98.4%	98.1%
Character development program	Excellent	Up from Good	Excellent	Good
Dollars spent per pupil**	\$5,874	Down 6.0%	\$6,647	\$7,634
Percent of expenditures for instruction**	72.4%	Up from 69.7%	66.0%	64.0%
Percent of expenditures for teacher salaries**	71.8%	Up from 68.5%	64.0%	61.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## Report of Principal and School Improvement Council

McCants Middle School  
 Mr. Jacky R. Stamps, Principal  
 2123 Marchbanks Avenue / Anderson, SC 29621  
 Phone: 864-260-5145 / Fax: 864-260-5846

GRADES: 6-8

SCHOOL COLORS: Royal Blue and Gold

SCHOOL MASCOT: Hornet

SCHOOL MOTTO: "Building a Better World....One Student at a Time"

McCants Middle School is a wonderful place for our students, staff, and teachers. For the 2010-2011 school year, we continued to offer challenging and engaging instruction to ALL students. Excellence and high expectations remain our primary goal as we engage in continuous improvement in academic achievement. In addition to an already rigorous curriculum, McCants Middle School began implementation of the International Baccalaureate Middle Years Programme. Our goal is to raise the academic achievement level of all our students through the philosophy of providing a "STUDENT CENTERED EDUCATION."

We continue to seek new instructional strategies to move all students to their greatest academic potential and encourage them to become successful self-directed learners. We are proud of our PTA and School Improvement Council. Our PTA has provided funds for instructional materials, school-wide activities and numerous treats that demonstrated teacher and staff appreciation. The PTA, School Improvement Council and administrative staff continue to increase and provide opportunities for parental involvement.

We are pleased with our many commendations; however, it is our challenges toward which our greatest efforts will be directed. We will continue to focus on closing the achievement gap so all students perform at the exemplary level. Secondly, all teachers will stand up to the challenge of using data to make decisions that will improve student achievement. We will continue to work together to provide quality learning experiences for all students.

McCants Middle School is a caring organization of parents, students, teachers and staff all of whom share a sense of school and civic pride. We, as a diverse community, value education, life, country, and faith.

Jacky R. Stamps, Principal  
 Liz Carey, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	72	371	87
Percent satisfied with learning environment	95.8%	79.1%	87.1%
Percent satisfied with social and physical environment	97.2%	82.0%	79.1%
Percent satisfied with school-home relations	90.3%	88.0%	81.2%

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

School Adequate Yearly Progress

NO

This school met 20 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.0%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	1298	99.9	18.8	30.1	51.1	87.3	85.7	82.4	Yes	Yes
<b>Gender</b>										
Male	663	100	21.4	31.3	47.3	85	82.5	78.7	N/A	N/A
Female	635	99.8	16.2	28.8	55	89.8	89	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	794	100	10.4	26.6	63	93.6	91	88.9	Yes	Yes
African American	441	99.8	35.9	36.9	27.2	74.8	77.4	72.9	No	Yes
Asian/Pacific Islander	27	100	7.7	23.1	69.2	92.3	94.4	93	I/S	I/S
Hispanic	36	100	14.7	32.4	52.9	91.2	86.1	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	142	100	69.2	23.1	7.7	39.2	51.3	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	31	100	20.5	27.3	52.3	88.6	85	78.3	Yes	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	530	99.8	37.4	35.6	27	74.4	78.8	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	1298	99.9	16.4	40.9	42.7	89.5	85	81.9	Yes	Yes
<b>Gender</b>										
Male	663	100	17.7	39.1	43.1	87.9	83.6	79.9	N/A	N/A
Female	635	99.7	15.1	42.7	42.2	91.2	86.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	794	99.9	8.5	36.8	54.7	94.6	90.6	88.9	Yes	Yes
African American	441	99.8	32.7	49.3	18.1	79	75.7	71.4	Yes	Yes
Asian/Pacific Islander	27	100	11.5	19.2	69.2	92.3	96.7	94.6	I/S	I/S
Hispanic	36	100	5.9	50	44.1	97.1	91.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	142	99.3	67.4	28.7	3.9	41.9	49.3	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	31	100	9.1	45.5	45.5	95.5	91.2	81.4	Yes	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	530	99.6	32.5	47	20.6	78.2	77.7	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	881	99.7	14.6	40.6	44.8	85.4	77.8	68.6
Gender								
Male	436	99.8	14.7	38.1	47.2	85.3	77.6	68.3
Female	445	99.6	14.6	43.1	42.4	85.4	78	68.9
Racial/Ethnic Group								
White	536	99.6	7.9	33.6	58.5	92.1	85.8	80.7
African American	308	99.7	26.9	53.1	19.9	73.1	65.1	51.4
Asian/Pacific Islander	16	100	12.5	25	62.5	87.5	95.1	85.3
Hispanic	21	100	15	55	30	85	78	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	99	99	57.8	34.4	7.8	42.2	41.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	17	100	16	44	40	84	77.3	60.7
Socio-Economic Status								
Subsidized meals	368	99.5	26.6	50.6	22.8	73.4	67.9	57.3

Social Studies

All Students	887	99.8	15.2	28.9	55.9	84.8	80.6	72.5
Gender								
Male	477	100	16.3	24.8	58.8	83.7	78.3	72
Female	410	99.5	13.8	33.6	52.6	86.2	83.1	73.1
Racial/Ethnic Group								
White	533	99.6	8.6	23.7	67.7	91.4	87.4	81
African American	305	100	28.3	39.8	31.9	71.7	70.2	60
Asian/Pacific Islander	21	100	10	10	80	90	93	89
Hispanic	28	100	7.4	29.6	63	92.6	83.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	102	99	64.4	24.4	11.1	35.6	46.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	22	100	9.4	21.9	68.8	90.6	85	69.7
Socio-Economic Status								
Subsidized meals	366	99.7	29.9	37.1	33	70.1	71.7	62.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	402	99.8	20.6	39.4	39.9	79.4	76.3	73.2	96	96
Gender										
Male	207	99.5	29.9	36	34	70.1	70.7	67.2	95.8	95.9
Female	195	100	10.8	43	46.2	89.2	81.6	79.4	96.1	96
Racial/Ethnic Group										
White	250	100	12.7	37.3	50	87.3	83.4	81.5	95.8	95.7
African American	133	99.3	36.4	43.8	19.8	63.6	65.4	61.3	96.1	96.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	78.3	87	97.8	97.1
Hispanic	11	100	18.2	45.5	36.4	81.8	75.4	66.7	96	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.8
Disability Status										
Disabled	39	100	N/AV	N/AV	N/AV	19.4	28.8	26	94.1	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	31.3	50	18.8	68.8	71.6	65.7	96.1	96.7
Socio-Economic Status										
Subsidized meals	152	100	40.8	40.8	18.3	59.2	64.9	63.2	94.7	95.4

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	461	100	14.7	31.7	53.7	85.3
	7	412	100	19.7	29	51.3	80.3
	8	420	99.8	23.1	26.9	50	76.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	430	100	17.4	28.8	53.8	82.6
	7	468	100	20.3	32.8	46.9	79.7
	8	400	99.8	18.7	28.2	53.2	81.3
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	461	100	15.1	35.8	49.1	84.9
	7	412	100	23.1	34.9	42.1	76.9
	8	420	99.8	19.7	41.8	38.6	80.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	430	100	12.9	39	48.1	87.1
	7	468	99.8	19	35.8	45.2	81
	8	400	99.8	17.1	48.9	33.9	82.9
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	231	100	18.3	54.1	27.5	81.7
	7	412	100	17.7	41	41.3	82.3
	8	213	99.5	18.2	31	50.7	81.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	215	99.1	15.7	49.5	34.8	84.3
	7	468	99.8	14.5	43.2	42.3	85.5
	8	198	100	13.8	24.9	61.4	86.2

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	230	100	5	44	50.9	95
	7	412	100	24.4	25.9	49.7	75.6
	8	206	100	10.1	35.2	54.8	89.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	218	99.5	7.5	36.2	56.3	92.5
	7	468	99.8	18.1	28.4	53.5	81.9
	8	201	100	16.2	22.5	61.3	83.8
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	456	100	13.9	35.1	51	86.1
	7	408	100	19.3	33.8	46.8	80.7
	8	422	99.5	19.6	35.4	45	80.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	402	99.8	20.6	39.4	39.9	79.4

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample